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of *talking* about thankfulness, the hearers of the story feel glad that the animals are at last relieved from hunger and thirst. Instead of giving from sentiment, the actors of the story give because of real need.

This is given as one method of study, not as a mode of story-writing to order.

REFERENCES: *Stories of Household Work*; "Charlotte and the Ten Dwarfs;" "Snow White and the Dwarfs;" "Cinderella;" "How Hans Got a New Shirt," *Kindergarten Magazine*, Vol. I.

In addition to the work in stories and drawing, the class has begun the simpler handwork suitable for young children—folding furniture, cutting snow-crystal forms. Embroidery and mat-weaving designs will be given in the next issue.

In January the class will prepare for kindergarten practice work, and will teach in the kindergarten. Therefore the current work for the month in the kindergarten will form the center around which the theory will gather. The handwork will receive more attention, as the games and stories have done in the preceding months.

For a partial outline, please see the topics given in the kindergarten section of "History in Primary Grades," December number, p. 265; also the outline prepared by Miss Allen for the kindergarten for January.

THE KINDERGARTEN.

(FRANCIS W. PARKER SCHOOL.)

MATE H. TOPPING.

REVIEW FOR OCTOBER AND NOVEMBER.

THE subject for October and November was the life in the home from the awakening in the morning through the breakfast time. The details considered were: clothes worn; the necessary toilet preparations; the breakfast. Also some thoughts concerning Thanksgiving were presented.

The aim in the general program has been to objectify the child's everyday life in the home, beginning with what affects all the family in common, and differentiating later the duties of individual members of the household. This plan will be continued throughout the second quarter of the year.

In presenting the Thanksgiving thought, the aim was to awaken some ideas through which the children of the kindergarten might understand the preparations that were being made

in the school for the festival, and likewise the significance of the small part which they were to take in the exercises.

Another aim, which it may be possible to realize more fully in a small kindergarten than in a large one, is the elimination of the formal movement from one exercise to another. We are a family of only medium size, and try to live as such. Of course, we follow a general program, but aim at informality in its execution.

The large blocks, consisting of parallelopipeds $3 \times 6 \times 12$ inches, square prisms $6 \times 6 \times 3$ inches, long square prisms $3 \times 3 \times 12$ inches, cubes $6 \times 6 \times 6$ inches, and triangular prisms made from cubes of the dimensions of these cubes, have been a source of unending delight in building tables, chairs, beds, houses, or sleds, all large enough to eat, sit, lie, or live in. The material is so suggestive that the children need very little help in finding ways to use it.

In clay, we have made toy dishes, articles of food, or whatever else the children needed.

We tried to reproduce our images of leaves and flowers, using only subjects with primary colors. The pictures were not definite in result, but they were usually the expression of a real purpose.

The children are free to go to the blackboard during any interval, and they use this privilege from the time they come in the morning until they go home.

The gifts are generally given to the children like any other plaything, particularly the second gift. We use the correct geometric terms, and let the children find out for themselves what they can of the form and number relationships made evident even in a play-use of the gifts. We have not tried to make the gifts the means of especial drill in mathematical relations, but have taught the children how to care for the material properly. This involves taking it out and putting it back in the most economical manner.

In this free play, of which we have a great deal, the children choose for themselves where they shall play; and they never do so conventional a thing as sit at a table, but always follow the ways of primitive man and sit on the floor.

About twenty minutes of every day are devoted to different rhythmic exercises, in company with one of the primary grades, either in the kindergarten room or in the gymnasium. We play games when we feel the need of them, either in our room or in the halls.

On all pleasant days, from a half to a whole hour is spent out-of-doors, either in the park or at the sand pile in the school yard. We play games in Lincoln Park or visit the animals and the greenhouse.

We are trying to make our program such that through the activities involved the children shall form and strengthen those habits which make for the building of a good character.